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AUTHOR Friedman, Malcolm
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ABSTRACT

There is a continuing need for linguistic minority supervisors in the metropolitan New York City area. A program at the Brooklyn campus of Long Island University prepares bilingual personnel for these responsibilities. Students who complete the program receive a professional diploma and most obtain positions as administrators or supervisors in the New York City Public School system. The following aspects of this post masters degree program are described: (1) purpose; (2) underlying philosophy; (3) the urban need; (4) program objectives; (5) qualifications of students; and (6) internship in a multi-cultural setting. Five appendices present data on bilingual student and staff populations in the New York City schools. (VM)

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LONG ISLAND UNIVERSITY
Brooklyn Campus

LEADERSHIP TRAINING FOR LINGUISTIC MINORITIES FOR SERVICE IN THE INNER CITY

Malcolm Friedman, PhD.

Presented at: University Council for Educational Administration Conference

October 31, 1987
Charlottesville, Virginia

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1. Purpose

The presentation will focus on the philosophy underlying leadership training of linguistic minority students and describe key elements of the program.

For the past eight years Long Island University, Brooklyn campus, has been preparing bilingual personnel to serve as administrators and supervisors. Most of our graduates are employed in the New York City Public School system. Personnel, involved in the implementation of bilingual programs are working with children exhibiting limited English proficiency. Surveys indicate that we serve over 153 distinct language groups.

Students who complete the course of study receive a Professional Diploma in School Administration and Supervision (Post Masters Degree) and are recommended for New York State certification as supervisors and administrators.

2. Philosophy Underlying the Program

Universities preparing educational administrators and supervisors must be concerned with the languages and cultures of the communities they serve. Aspiring administrators should be sensitized to the needs of each group in multi-ethnic communities. Successful training programs for educational administrators produce educational leaders with a real understanding of the community they serve. When minority children find themselves in schools with "traditional" educational leadership they may face failure because of the cultural gap between the home and school. If the school curriculum reflects a different set of values from the home and a different perspective of the world, the child is either alienated from the home or alienated from the school.

The signs, symbols and signals of the school have to be organized to give linguistic minority children a strong sense of identity and to maintain understanding of the native culture. Nathaniel Hickerson in a "EDUCATION FOR ALIENATION" discusses this problem and concludes that the conflict of values between home and the school is the greatest cause of alienation between the home and school for linguistic minority children. He states that children

are "driven away from the schools by a frontal attact upon their own systems of self-esteem and their most powerful commitments. Commitment to family is belonging to something. If customs and habits are challenged by the school and teacher, the children are placed in the position of having to choose between the ways of their families and a whole new set of suppositions. Either father, mother, brothers, sisters, uncles, aunts, grandparents, friends, neighbors are right or the world of the school is right. An effective program to train linguistic minorities, for supervisory positions builds on the philosophy stated above."

3. The Urban Need

Evidence indicates that there is a continuing need for linguistic minority supervisors in the metropolitan New York City area. Demographic information concerning linquistic minorities is included in appended materials and supports this contention.

4. Program Objectives for Administrators/Supervisors of Linguistic Minorities.

The program is designed to train personnel to:

1. Screen, select and orient new personnel for bilingual programs.
2. Plan and implement a bilingual instructional program.
3. Gather data from research in planning bilingual curriculum.
4. Apply various techniques of management and administration to district-wide or school problem areas including bilingual pupil personnel, school-community relations, evaluation of bilingual children, pupil transportation, etc.
5. Conduct on-going bilingual staff development.
6. Apply systems analysis techniques.
7. Supervise bilingual personnel through group and individual techniques.

8. Understand current legal constraints affecting the administration of bilingual programs.

9. Be familiar with various accounting and budget procedures and reporting.

10. Implement policies affecting bilingual school and pupil personnel.

11. Use test data to describe and diagnose learning differences in bilingual children.

12. Assess and identify various centers of power in the community.

13. Involve parents and community in the planning and implementation of bilingual programs.

14. Utilize bureaucratic and negotiations models in conflict resolution.

15. Use case studies or role playing in organizational development.

16. Apply a multicultural approach to the supervisory behavior system.

5. Qualifications for the Linguistic Minority Student in Educational Administration

Personal and cultural qualities as indicated below:

5.1 Personal

.A thorough knowledge of the philosophy and theory concerning bilingual-bicultural education and its application.

.A genuine and sincere interest in the education of children regardless of their linguistic and cultural background, and personal qualities which contribute to success as a classroom teacher.

.A thorough knowledge of and proficiency in the child's home language and the ability to teach content through it an understanding of the nature of the language the child brings with him and the ability to utilize it as a positive tool in his teaching.

.Cultural awareness and sensitivity and a thorough knowledge of the cultures reflected in the two languages involved.

.The proper professional and academic preparation obtained from a well-designed teacher training program in bilingual-bicultural education.

5.2 Cultural

Demonstrated ability to:

.Respond positively to the diversity of behavior involved in cross-cultural environments.

.Develop awareness in the learner of the value of cultural diversity.

.Prepare and assist children to interact successfully in a cross-cultural setting.

.Recognize and accept different patterns of child development within and between cultures in order to formulate realistic objectives.

.Assist children to maintain and extend indentification with and pride in the mother culture.

.Understand, appreciate and incorporate into activities, materials and other aspects of the instructional environment.

.Recognize both the similarities and differences between Anglo-American and other cultures and both the potential conflicts and opportunities they may create for children.

.Know the effects of cultural and socio-economic variables on the student's learning styles (cognitive and effective) and on the student's general level of development and socialization.

.Use current research regarding the education of children in the U.S. from diverse linguistic and cultural backgrounds.

.Understand the effects of socio-economic and cultural factors on the learner and the educational program.

.Recognize differences in social structure, including familial organization and patterns of authority, and their significance for the program.

6. Internship in a Multi-Cultural Setting

An important element of the program is the internship which provides 500 hours of practical experiences in an appropriate setting.

The linguistic minority intern is expected to demonstrate the ability to:

.Relate successfully in cross-cultural situations demonstrating stress reduction techniques and clarifying cultural perception issues resolving differences of opinion.

.Organize community events that foster cross-cultural understanding and the advancement of other cultures.

.Promote acquisition of second and third languages in the active environment of native speakers.

.Promote acceptance of cultural symbols and foster a sympathetic disposition toward people from many different cultural and linguistic groups.

.Explain the Lau Decision, the Aspira decree and other legislation regarding the implementation of Bilingual Education programs.

.Understand all areas of bilingual curriculum, including the supervision of bilingual teachers, the role of ESL in bilingual programs, and the requirements of linguistic theory in the teaching of bilingual children.

.Form effective relationships with minority parents and community members and works actively with them to promote harmoneous relationships between home, school and community.

.Actively involve parents and other community members in the schools.

.Organize information for evaluators of federal/state/ locally funded programs who conduct evaluation.

The linguistic minority intern is expected to demonstrate a knowledge of:

.The history and culture of minority groups and works actively to promote cross-cultural understanding and appreciation.

.The requirements of evaluation design

.The different learning and teaching styles of people from Latin America, Asia, etc. and other regions with significant cultural impact on our schools.

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APPENDIX A

DATA ON LIMITED ENGLISH PROFICIENCY STUDENTS IN NEW YORK CITY SCHOOLS

1. Number Enrolled

Elementary/Junior High Schools	78,702
High School	17,018
Total	95,720

2. Percentage of Limited English Proficiency Population

Total Population	936,231
Limited English Proficiency	93,810 (10%)

3. Predominant Languages

Language	Percentage
Spanish	70
Chinese	10
Haitian/Creole	5
Korean	2
Italian	1.2
Vietnamese	1

4. Number of Languages for Limited English Proficiency - 60.

5. Number of Students Receiving Bilingual/E.S.L. Instruction

Bilingual	44,662
E.S.L.	32,899
Total	77,561

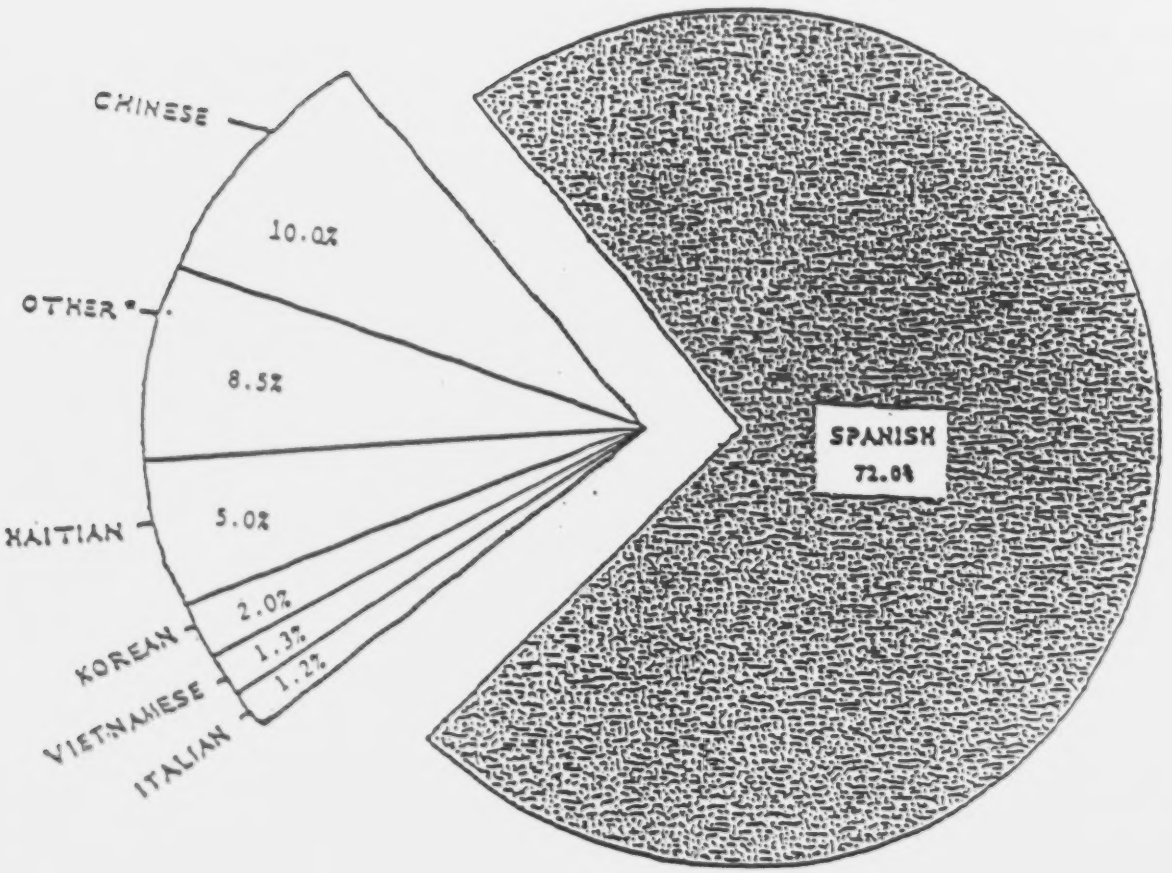
6. Bilingual Program Languages

Language	No. of LEP Pupils	Language	No. of LEP Pupils
Spanish	38,862	Greek	249
Chinese	2,635	Vietnamese	96
Haitian/Creole/ French	2,199	Portugese	65
Korean	262	Italian	56
		Khmer	53

Source: New York City Board of Education Publication, Office of Bilingual Education, "Answers to Frequently Asked Questions about Limited English Proficiency and Bilingual/E.S.L. Programs, 1985-86"

APPENDIX B

CITYWIDE PERCENT OF LIMITED ENGLISH PROFICIENT STUDENTS BY LANGUAGE GROUP



Additional Languages (8.5%)

Albanian	Hebrew	Papiamentu	Serbo-Croatian
Arabic	Hindi	Polish	Tagalog
Farsi	Japanese	Portuguese	Thai
French	Khmer	Roumanian	Turkish
Greek	Laotian	Russian	Urdu

Source: 1984-1985 Bilingual Education Student Information Survey (BESIS), (March, 1985).

APPENDIX C

THE CONSENT DECREE AND LAU PLAN

1. The Consent Decree

The Consent Decree, a summary judgement entered into by the Board of Education of New York on August 29, 1984, mandated the New York City Board of Education to:

- .Develop classification system which would identify eligible children for the program on the basis of their ability to read, write and speak both English and Spanish
- .Provide an educational program with the following four elements:
  - .Intensive instruction in English
  - .Instruction in subject areas in Spanish
  - .Instruction to reinforce the Child's Spanish language skills
  - .Materials used which are sensitive to and where appropriate, reflect the culture of the children of the program
- .Allow program participants maximum time with other students in order to avoid segregation
- .Implement an affirmative action plan in order to provide program personnel fluent in Spanish and English and having the necessary professional skills
- .Submit monthly reports demonstrating compliance with Consent Decree to Aspira of New York and the Puerto Rican Legal Defense Fund.

The Decree specifies a program of instruction for LEP students whose English language deficiencies prevent them from effectively participating in the learning process. The goal of the program is to develop English language skills as rapidly as educationally possible, to develop skills in subject areas such as mathematics, social studies, and science and to develop and reiforce their Spanish Language skills.

2. Lau Plan

On September 15, 1977, the Board of Education and the Office of Civil Rights agreed on guidelines for the implementation of an instructional program for pupils whose limited language ability prevents them from effectively participating in the learning process and whose home language is other than English or Spanish. This program is based on federal regulations for the Title VI of the Civil Rights Act of 1964 and the 1974 Supreme Court decision in Lau v. Nichols.

Students identified as entitled, according to an appropriate LAB score must be provided with a program having the following elements:

.Intensive instruction in English as a Second Language

.Instruction in content areas in the student's native language

.Reinforcement and development of the student's native language arts skills.

In both the Lau Plan and the Consent Decree, appropriately licensed personnel will be employed. Only teachers with Bilingual certification in the appropriate native language can provide substantive instruction in the pupils native language.

APPENDIX D

RACIAL/ETHNIC ORIGIN OF NEW YORK CITY PUBLIC SCHOOL PROFESSIONAL STAFF
BY BOROUGH 1978-81

	BLACKS			HISPANICS			AMERICAN INDIAN, ALASKAN AND ASIAN/PACIFIC ISLANDER			WHITE		
	78-79	79-80	80-81	78-79	79-80	80-81	78-79	79-80	80-81	78-79	79-80	80-81
	%	%	%	%	%	%	%	%	%	%	%	%
M	16.1	16.4	16.1	8.0	7.9	8.3	1.8	1.9	1.9	74.1	7.9	73.7
X	11.8	12.4	13.4	9.1	9.2	9.1	0.3	0.3	0.3	78.7	78.0	77.1
K	11.4	11.7	12.7	3.7	3.7	3.9	0.4	0.4	0.3	84.4	84.3	83.1
Q	8.1	8.6	8.8	1.7	2.0	2.1	0.6	0.6	0.6	89.6	88.8	88.4
S1	2.6	2.5	2.6	1.2	1.0	1.3	0.4	0.5	0.3	95.8	96.1	95.7
CITY-WIDE AVERAGE	11.1	11.8	11.8	5.0	5.0	5.1	0.7	0.7	0.7	83.3	82.5	82.4

NOTE: Public School Staff includes all professional staff assigned full-time to one school, central offices and those assigned to more than one school.

SOURCE: Racial/Ethnic Distribution of Public School Students and Staff, 1978-81. The University of the State of New York, The State Education Department.

APPENDIX E

BILINGUAL TEACHING PERSONNEL

1976-82

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
NEW YORK STATE	1,964	2,070	2,046	2,047	1,973	1,975
NEW YORK CITY	1,748	1,833	1,821	1,798	1,755	1,688

SOURCE Basic Educational Data System (BEDS) SURVEY, Personnel counts, 1976-82. The University of the State of New York, The State Education Department.

In New York City, Hispanic bilingual teachers represent 94% of all licensed bilingual teachers; Hispanic non-teaching personnel comprise 87% of all bilingual support staff. Hispanic bilingual elementary school teachers represent 95% of all bilingual teachers at that level and 87% of all bilingual teachers.